

GLOSSARY OF TERMS

Accessory dwelling. A “second unit” in addition to and subordinate to a primary residence on the same lot. They may be attached or detached to the primary residence.

Arcade. A covered walkway attached to buildings and supported on one side by columns. Arcades provide pedestrians with shelter and can give large buildings a more human scale.

Arterial. A major street that serves high volumes of cross-town traffic.

Articulation. The visible expression of architectural or landscape elements through form, structure, or materiality. Articulation provides a way of “breaking up” the scale of buildings and plazas.

Awnings. A roof-like shelter, generally of canvas, that projects from the wall of a building. Awnings protect buildings and pedestrians from sun and rain.

Bays in Buildings. Structural modules occurring between vertical means of support. Structural bays generally occur between columns or load-bearing walls.

Base. The bottom portion of a building, generally supporting its upper portions structurally and visually.

Berm. An artificial bank of earth, usually along a roadside. Berms serve to physically and visually separate areas by raising the level of plants and other landscape elements.

Bollard lighting. A short post (generally not more than 3 feet in height) with a built-in light fixture at its uppermost portion.

Build-to-lines. Require that building edges be placed in a specified location. Build-to-lines are generally defined as a given distance from a property line. Build-to-lines can be used to encourage building fronts, entrances and windows to line and spatially define streets, parks or plazas.

Bulb-out. A streetscape design that extends the sidewalk and curb at corner intersections into the street to increase pedestrian safety.

Canopy. An overhead cover forming a shelter.

Cantilever. A horizontal projection without external bracing. Cantilevers can appear visually awkward because they can appear to have no apparent source of support.

Cap. The crowning feature of a wall. Caps protect walls from the weather and contribute to the wall’s visual interest.

City. The City of San José.

Clerestory window. A window with the sill set high on the interior wall. Clerestory windows admit natural light, but limit views into and outside of a room.

Cobrahead light. A streetlight whose lamp is supported on a cantilevered “arm” over the street and has a profile vaguely resembling a cobra.

Collector. A major street moving moderate amounts of traffic between local streets and arterials.

Cornice. Horizontal ornamentation on a building’s façade generally located near the top of the buildings and often located near the floorline of upper stories.

Cupola. A small “hat” projection occurring on a roof’s ridgeline. Cupolas traditionally covered the place where large structures, like barns, were ventilated.

Detailing. The manner in which separate building elements are assembled. Careful detailing will minimize the effects of weather on buildings, and promote and attractive and long-lasting appearance.

Density. Measures residential intensity and is generally expressed as dwelling units (DU) per acre.

District. Refers to the entire Five Wounds/Brookwood Terrace area or to the larger separate sub-areas within the area.

Dormers. Upright windows built out from a sloping roof.

Dwellings. Domiciles in which reside a single household.

Eaves. The under-part of a sloping roof that overhangs the exterior wall.

Egress. To exit.

Emulate. To represent the qualities of a given thing in the form of something else. In Five Wounds/Brookwood Terrace, historic styles may be emulated without duplicating a historic building.

Entry. The doorway into a building along with the architectural treatments that accompany it.

Fast Food. Those food service establishments offering relatively immediate service of pre-prepared food goods in edible or disposable containers.

FAR. See “Floor Area Ratio”.

Façade. The principle face of a building.

Fenestration. The arrangement of windows in a building.

Finishes. The materials applied to the surface of buildings or landscape elements. Properly applied finishes contribute to an attractive appearance and long-lasting wear.

Floor Area. The sum of the gross horizontal areas of all principal and accessory buildings.

Floor Area Ratio. Measures the relative intensity of a site. The floor area ratio equals the gross floor area within a site, divided by the overall area of the site (including parks and plazas but not streets). Often referred to as FAR.

Free-standing. To be supported at the ground and without support from a building or other structure.

Frontage. The linear edge of a property adjacent to a street right-of-way or other property line.

Gabled roof. A type of roof that slopes upward from all sides of a building to a ridge.

Gateway. An element generally indicating a major entry into a district or area, often emphasized through landscaping. Per this Specific Plan, “gateways” will announce entry at major intersections along East Santa Clara-Alum Rock, Julian-McKee, McLaughlin, and William.

Gazebo. A small free-standing structure with a roof and open on all sides. Traditionally, gazebos are used as an outdoor room within a garden, or to provide space for musical events and community concerts in an outdoor setting.

Glazing. The glass within a window.

Grade. Refers to the surface of a building site or its vertical elevation, often measured as feet above sea level.

Grass-crete. A paving material that supports the weight of an occasional vehicle while also permitting groundcover to grow.

Hipped roof. A kind of roof that slopes upward from two opposite sides of a building to a ridge.

Ingress. An entrance.

Interior setback. A setback measured from a side or rear property line. In no case is an interior setback measured from a property line that is shared with a street right-of-way.

Kiosk. A small lightweight structure sometimes open on one or more sides. Kiosks are often used as a newsstand, for small-scale merchandising, or as a community bulletin board.

Landscape buffer. An attractive arrangement of trees, shrubs and other vegetation that acts as a divider between incompatible uses or activities.

Lattice. An open framework of wood or other members that is often used to partly block views or support vines.

Lotting pattern. A recognizable arrangement of residential lots of the same or different sizes and widths.

Major entry. The most common point or points of ingress for a project or building.

Mansard roof. This roof type is extremely steep as it sloped up from the eaves. This steeply sloped portion can end with either a shallow roof or a parapet. Mansard roofs provide a decorative way of screening roof-top equipment, such as above fast-food restaurants.

Mass. The overall volume or form of a building or building element.

Median. The area, often raised to curb height, that divides travel lanes at or near the middle of the road, and is often landscaped.

Modules. Similar units or sub-components that are combined to create a total system.

On-site parking. Parking stalls and aisles that occur on parcels outside of a street right-of-way.

On-street parking. Parking stalls provided within the street right-of-way. On-street parking often consists of parallel or angled parking at the edge of curbs.

Opaque. Not transparent or semi-transparent.

Overhang. The part of the building that extends horizontally beyond the building's primary face.

Parapet. A wall that extends above the roof, and is often used to protect the edge of the roof, hide roof-mounted equipment, and express ornamentation.

Park. A place for public recreation that generally contains landscaped ground surfaces, such as lawns and gardens.

Pavers. Units of pavement assembled to form the "floor" of a plaza or street. Pavers are often made of concrete or terra cotta (brick).

Pavilion. A small and lightweight structure, often with a roof, used for recreation or shelter in a garden, park or plaza.

Pedestrian connections. Sidewalks that provide convenient routes between destinations. Pedestrian connections are generally lined by landscape and building features for the pedestrian's comfort, safety, and visual interest.

Pilaster. A column integrated within a wall a projecting only slightly from it.

Plaza. A place for public recreation and assembly, that generally contains hard surfaces such as seating areas and ornate pavement.

Primary building entry. A publicly accessible and commonly used place of building ingress.

Recessed panel. An indentation within a building façade, such as occurs between pilasters or within other framed openings.

Ridge. A line of intersection between opposite sides of a sloping roof.

Right-of-Way. The strip of land over which a public road, easement, walkway, or passageway is built.

Scale. The proportion of one thing relative to the size of another. Something that is "human" in scale has a size that is comparable to (and does not dwarf) a person.

Setback. The distance between a property line and a building or landscape element. Setback requirements can provide a way of encouraging the spatial definition of open space, the separation of uses, or the provision of yards and landscaping.

Site. The area contained within a parcel.

Street-facing setback. A setback measured from a property line that is shared with a street right-of-way.

Story. The part of a building between the upper surface of a floor and the upper surface of the floor above.

Tandem. An arrangement of things placed one behind the other. Tandem parking places one car behind the other.

Terrace. An outdoor paved platform extending from a building and complementing with use or activities located within a building.

Traffic circle. A road intersection formed around a central circle about which circulation moves in one direction only.

Transparency. The ability to allow light to be seen through, such as with the use of clear windows and doors. Also the degree to which the exterior facade of a building creates a friendly relationship between building form and the pedestrian on the street.

Trellis. A light framework of horizontal members, often used to support climbing plants.

Tuck-under parking. Parking located to the rear and lower level of a residential or mixed-use building with the lower level of the building having residential or commercial space located at the front.

Vehicular entry. Entrance or exit for cars and trucks.

Zero lot-line. A residential housing type where a house is placed on the property line on one side and behind a side yard on the other. The side yard of one house always occurs between two or more houses. Only where a house is setback from the property line can it have windows, thereby maintaining privacy within units.

City of San Jose
Five Wounds / Brookwood Terrace
Strong Neighborhoods Initiative
Planning Area

Youth Assets Working group
Summary and Recommendations

Introduction

Approximately 260,000 young people call the City of San Jose home.¹ These youth, between the ages of 0 and 21 years old, are expected to increase in numbers in the next five years. The 10 – 19 year old population is predicted to increase approximately 10% in that short period of time alone.²

The residents of the Five Wounds / Brookwood Terrace Strong Neighborhoods Initiative planning area consider youth and activities that serve youth to be an important part of their community, and have identified increasing youth activities as one of their top action priorities for the Strong Neighborhoods Initiative Implementation plan. This priority was identified at a community workshop held on December 8th at the Benfica Soccer Club in the community. The Neighborhood Advisory Committee (NAC) determined that further definition of the priority was needed, and formed a working group. The purpose of the working group was to:

- Collect information regarding current youth assets in the Five Wounds / Brookwood Terrace SNI area
- Aggregate the information into a youth services asset map
- Develop a recommendation for the Neighborhood Advisory Committee
- Define desired outcomes for increasing youth services in the area
- Define a method of measuring increased activities

The Youth Activities Working Group was comprised of individuals from the Neighborhood Advisory Group, interested community members, and staff members from the Five Wounds / Brookwood Terrace SNI area.

Process

The Working Group identified a variety of methods for collecting data regarding youth assets. The San Jose Unified School District is working on a school based youth asset map that captures information relative to school readiness at Olinder Elementary and Anne Darling Elementary. The CORAL (Communities Organizing Resources to Advance Learning) initiative is conducting a youth mapping exercise for the Franklin McKinley School District encompassing McKinley Elementary School. Information from these initiatives, coupled with informal conversations between leaders and supporters of these efforts, formed a base for the youth asset map that was developed for the Five Wounds / Brookwood Terrace SNI planning area. Additionally, meetings and interviews with the elementary school principals, leaders of area CBOs, City of San Jose PRNS staff, City of San Jose PEARLS (Parent Education And Resource LinkS), and community members helped to identify additional activities that are currently serving young people in the Five Wounds / Brookwood Terrace community. Data compilation focused on what programs and age groups were being reached, and where the program was headed in the next one to two years.

¹ Source: US Census Bureau, Year 1990

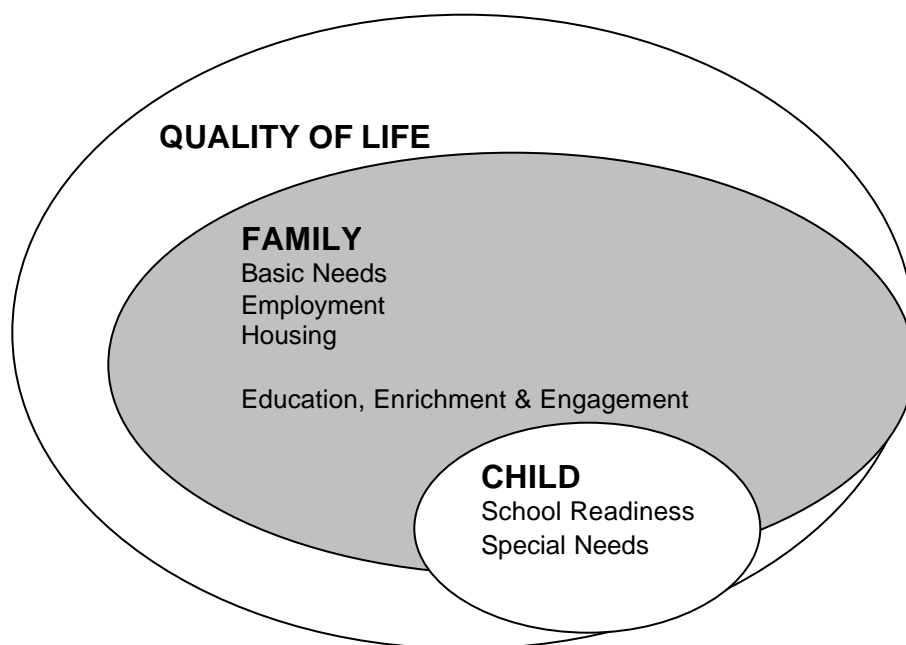
² Source: City of San Jose Greenprint, YR 2000

While the working group identified as many programs and activities as possible in the time-frame allotted them, and has attempted to develop as comprehensive a list as possible, they are also aware that the list remains fluid and, therefore, will always be incomplete.

The working group decided to examine the data that had been collected regarding the youth assets in the community, and explore the possibility of introducing new programs to the age groups and neighborhoods where programs are lacking or can be strengthened.

The working group also examined the Early Care and Education “School Readiness Model” that is being developed as part of the School Readiness Committee and used the model to guide their examination of youth assets:

*Early Care and Education “School Readiness Model”
Areas of influence that impact school readiness and school success³*



Summary of Youth Assets in the Five Wounds / Brookwood Terrace SNI Planning area

The general feeling of the working group is that, for the most part, there are a myriad of activities and programs offered for young people through a variety of community resources. These activities are distributed across the various neighborhoods in the Five Wounds / Brookwood Terrace Strong Neighborhoods Initiative planning area. Most of these services target elementary school-aged youth and teenagers, and are based at school sites. Additional programs can be found at a variety of community based

³ Source: San Jose Unified School District School Readiness Model

organizations within the community or are along the periphery of the community and can be reached fairly easily via public transportation.

In an effort to identify the elements of a strength-based approach, the Search Institute cataloged 40 critical factors for young people's growth and development. When drawn together, the assets offer a set of benchmarks for positive child and adolescent development. The assets clearly show important roles that families, schools, congregations, neighborhoods, youth organizations, and others in communities play in shaping young people's lives. The four categories include support, empowerment, boundaries and expectations and constructive use of time.⁴ A list of the identified program assets found in the Five Wounds Brookwood Terrace for young people can be found as an appendix to this document. The good news is that everyone can build assets. It's not just the responsibility of families, schools, social service agencies, or other institutions, though they all have important roles. Everyone, from a child to a grandparent to a caring neighbor can start building assets today with the young people in their family, neighborhood, community or place of business.

Youth Activities	Weekday (Monday - Friday)					Saturday	Sunday
	before school	9am-noon	noon-3pm	3pm-6pm	6pm-9pm		
0-Three	Child care	Child care	Child care	Child care			Church based
Preschool		x	x			Library only	
Elementary	school - based	school	school	x		Sports only	
Middle/Youth	school - based	school	school	x	x	Teen center	
High School/Youth	school - based	school	school	x	x		

⁴ A Blueprint for Bridging the Digital Divide, City of San Jose, 2001

The above listed programs identify the activities offered in the neighborhood by age and by days of the week. The areas that are highlighted in gray represent days and age groups that do not receive as many programs and services in the neighborhood.

Recommendations

There are several trends that have been identified through the working group and information gathering process. Based on the feedback from the various working groups and attached youth services asset map, the Neighborhood Advisory Committee working group recommends that:

1. Future programs should offer opportunities for parents to engage in activities alongside or concurrent with programs that are offered to youth.

Upon examination of the activities available for young people, it became apparent that many programs exist that address the basic needs of youth (as noted in the school readiness model above). However, it was felt that programs have been offered that work towards engaging young people, but leave don't allow families the opportunity for full participation in the activity. One of strategic goals outlined in the Blueprint for Bridging the Digital Divide is that parents and families will have access to support services that promote skills and competency development in their children. The feeling from local educators is that any expansion of youth activities should be aimed at building a stronger connection between families and quality of life issues. To truly work towards a stronger community, some people pointed out; a community needs to offer programs for youth that offer *Education, Enrichment, and Engagement at a family level*.

2. The Five Wounds / Brookwood Terrace Neighborhood Advisory Committee should explore opportunities to obtain grants or sponsor activities for young people.

Many programs offered in the community are often targeted for at-risk youth and their families. Programs that are fee based are available in the greater downtown but at a nominal or higher cost, which creates a barrier for those who cannot afford to attend these programs. Additional low-cost youth programs and scholarship opportunities should be pursued. It is recommended that a coordinated grant writing effort be made to receive funding to offer an additional defrayal of the cost of youth activity programs. This, in turn, will make the programs more accessible to the community and increase participation.

3. Expand weekend sports activities.

The general feeling of the working group, after reviewing the programs offered, is that the Five Wounds / Brookwood Terrace area provides valuable services to the pre-school, elementary, and youth/teen population. After-school programs offered are well attended. Extra emphasis has been placed upon providing after-school recreational opportunities for young people, but some neighborhood leaders feel that a more formalized and expanded weekend sports program could be offered. While weekend sports are offered through the City of San Jose, based on school and

community center sites, weekend sports and recreation leagues could be expanded. The Department of Parks, Recreation, and Neighborhood Services staff continue to offer weekend programs, but lack of attendance has occasionally led to cancellation of the programs.

4. Expand marketing efforts for promoting youth activities.

While the working group recognizes the broad spectrum of activities for young people offered in the community, they also recognize that many of the programs need help being promoted. Some tools for marketing programs exist, such as the City of San Jose District 3 Recreation Guide (published quarterly) that lists activities and resources available in the community. Currently these brochures are mailed to approximately 2,000 residents, distributed in the schools and e-mailed through the neighborhood association e-mail servers. These guides are also available at area community centers and libraries. Additionally, some neighborhood associations have period newsletters that can reference the Recreation Guide and highlight programs and activities offered in the neighborhood. An liaison should be established between a resident from the neighborhood association with a liaison from the Parks, Recreation, and Neighborhood Services Department who can be contacted regarding their newsletters and promotion of youth activities. The online version of the recreation guide (at www.ci.san-jose.ca.us/prns) should also be promoted via neighborhood associations and newsletters.

5. The City of San Jose, Schools, and Community Based Organizations should embrace volunteers.

Recognizing a gap between requested service delivery and staffing levels, the working group often identified a significant barrier to participation as it relates to lack of staffing. Service providers noted that “Grants often fund projects, but not people...” and school administrators were quick to point out that the “...biggest challenge...” that the schools are facing is not in attracting dollars, but in “...finding someone who can manage it.” Schools, community based organizations, and city staff all point to programs that can be expanded through the use of volunteers. By working with volunteer clearinghouses such as the Volunteer Exchange, The California Retired Teachers Association, CompuMentor, and other non-profit agencies, the popular programs that are offered and have reached their capacity can be expanded to allow more youth to be included. As a policy, the City of San Jose, school districts, and some Community Based non-profit agencies recognize volunteers as a valuable asset to the community.

Methods of Measuring Success

As we look to answer the question, “What comprises successful youth activities in the Five Wounds Brookwood Terrace NAC?” and “How do we know when this top ten item is accomplished and can move off the list?” let us review the outcomes that were established in the Youth Services Master Plan.⁵

1. Youth children will enter kindergarten ready to succeed academically.
2. Elementary/middle school children will be at or above grade level and will choose healthy behaviors.
3. Teenagers have a sense of purpose and graduate from high school with a plan for higher education or career preparation.
4. Youth will successfully transition into adulthood with the skills necessary for entrance into the career of their choice in Silicon Valley
5. Children, youth and families feel connected to their schools and communities and will live, play, and work in safe neighborhoods and schools
6. Families are strong and encourage the healthy development of their children.

The Five Wounds Brookwood Terrace NAC is recommending that successful outcomes be based on numbers 5 and 6. A bi-annual review of the five recommendations listed above is suggested. Also, an annual survey is recommended for youth and parents in determining the success of youth activities in the neighborhood. After a one-year review, the NAC can determine if the top 10 list should be amended.

⁵ A Blueprint for Bridging the Digital Divide, City of San Jose, 2001

Youth Activities and Resources Asset Map
City of San Jose
Community Service Area 3A

	Program	Contact	Description	Location	Hours Offered	Days Offered	Targeted Age Group	Cost (if any)	Targeted Neighborhood(s)	Language Capacity	Number Served	Impacted in 2002-2003?	Future expansion?	Needs?
1	City Year	Tori Miller	tutoring, recreational activities, Starfish Corps, self-esteem, community service, homework assistance, Lifelab garden, web page design	Anne Darling Elementary School	school hours	M - F	Elementary Age	open to all registered students	Anne Darling	English / Spanish	756 / year			
2	CSJ Homework Center	Marta Hansen - 535.6209	homework assistance, tutoring, snacks	Anne Darling Elementary School	afternoon	M - F	Elementary Age	open to all registered students, referred by teacher	Anne Darling	English / Spanish	80/day			
3	CSJ LEARNS	Andrew Judge - 973-8678	homework assistance, arts and recreational activities	Anne Darling Elementary School	afternoon	M - F	Elementary Age	open to all, application required, free	Anne Darling	English / Spanish	160/day			
4	ESL for adults	Amy Rivera	ESL classes	Anne Darling Elementary School	evenings	3 days a week	parents of registered children	free to community	Anne Darling	English / Spanish	60 / week			
5	Family Night	Linda Herschbacher	evening focused on family learning and family strengthening at school	Anne Darling Elementary School	varies	once a month	open to all registered students and their families	free	Anne Darling	English / Spanish				
1	GDC - Daycare	Gabby - 347.8026	k-5 programming	Anne Darling Elementary School	morning and afternoon	M - F	K - 5	free /sliding scale	Anne Darling	English / Spanish	70/day			
2	Healthy Start		federally funded pre-school	Anne Darling Elementary School	M - F			free and sliding scale fees, must meet state / federal income guidelines	Anne Darling					
3	Opera		school arts and theater program focused on opera	Anne Darling Elementary School	TBD	TBD	open to all registered students	TBD	Anne Darling		TBD		to be offered in 2002-03 school year	
4	Santa Clara County Mobile Health Van	Tuan Chu - 691-8341	medical, dental, and vision check ups and basic service	Anne Darling Elementary School	school hours	once a month	registered students and their siblings	free	Anne Darling	English / Spanish	20 / month			

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5	School Site Counseling	Javier Chavez - 535-6209	counseling, referrals, family support, and dropout prevention	Anne Darling Elementary School	school hours	M - F	Elementary Age	referred by teacher or parent request	Anne Darling	English / Spanish	25 - 50 / week			
6	Boys & Girls Club			Jackson & Taylor Streets		M - F	under 18	varies	Greater Downtown High School Students	English / Spanish				
7	Young Actor's Forum of San Jose	Suzanne Wolf - 998-2223	Theatre Company for people ages 8 - 18. Auditions to be held April 6th from 12 - 2	Roosevelt Community Center	Every Thursday evening (starting April 18)	Thursdays	teens	none	Greater Downtown High School Students	English / Spanish	80 (targeted capacity)			
8	San Jose High School Lunch Program	Freddy Alfaro - 998-2223	Lunch time sports program and open gym with two class instructors	San Jose High	12 - 1 PM	M - F	High School students at SJ High	free	Greater Downtown High School Students attending San Jose High	English / Spanish	40 / daily			
9	Intergenerational Teen programming	Zuraida Peres - 293.0877	planned intergenerational programming between teens and seniors at community center	Portuguese Community Center	varies	varies	targeted to mono-lingual Portuguese speaking seniors and teens who speak Portuguese	free	Little Portugal / Anne Darling / Five Wounds / Roosevelt	Portuguese / English	TBD	expanding to try to pair 30 teens and 30 seniors by end of 2002		
10	Children and Families First Commission	Delores Martinez-Peterson	Parenting skills class, grant funded	McKinley Neighborhood Center	Fridays	8:00 AM - Noon	open to parents of registered students	free, must fill out application	McKinley	English / Spanish	20 / week	grant funded, not impacted		
11	CORAL	Mara Wold - 283-6150	collaborative effort to bring outside agencies to historically underperforming schools	McKinley Neighborhood School	TBD	TBD	TBD	TBD	McKinley	English / Spanish	TBD	Irvine foundation funded, not likely to be impacted in future	7 year commitment, will begin programming in 2002-03	
12	CSJ SAGE	Jeff Ford - 297-3301	drop in recreation for school age youth	McKinley Neighborhood Center	M - F	after school until 5 PM	open to all	free	McKinley	English / Spanish	60 / day			

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13	CSJ Teen programming		evening teen programming	McKinley Neighborhood Center	TBD	5 - 7:30 PM	open to all teens in neighborhood	free	McKinley	English / Spanish	25 / day	possibly impacted in 2002-03		
14	FAST (Families and Schools Together) Program	Marisela Siyala - (408) 374-9220 x200	family classes for at risk students, teacher referred	McKinley Neighborhood Center	Monday evenings	4:30 - 8:30 PM	students and families are referred by school staff	free, must commit to minimum number of volunteer hours after program ends	McKinley	Spanish only	60 / week	grant funded, not likely to be impacted in 2002 - 03	Interested in expanding to other locations in FW/BT area	
15	Healthy Start	408.297.3301	federally funded pre-school	McKinley Neighborhood School	M - F	AM		free and sliding scale fees, must meet state / federal income guidelines	McKinley	English / Spanish			will replace preK Shea program in 2002-03	
16	MACSA Computer Lab	Gabby - 297-3301	CSJ partially funded after school computer lab	McKinley Neighborhood Center	M - F	2 - 4:30PM	open to registered students	free, must fill out application	McKinley	English / Spanish	20 / day			
17	Parent Institute (PIQUE)	Antonio Gomes 283.6241	Parenting skills class, grant funded	McKinley Neighborhood Center	Thursdays	8:30 - Noon	open to parents of registered students	free	McKinley	Spanish only	40 / week	METAS grant funded, not likely to be impacted		
18	PreK Shea Program		pre-school age daycare	McKinley Neighborhood School	M - F	AM			McKinley	English / Spanish		to be replaced in 2002-03 with Healthy Start program		
19	CSJ LEARNS	Matt Auges - 277.5189	afternoon homework assistance, arts and recreational activities, tutoring, snacks, Folklorico, ESL, SSL, 21 Century Homework Center	Olinder Elementary School	after school until 6 PM	M - F	open to all registered students	free	Olinder	English /Spanish / Portuguese	200 / day			

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20	Drop-In Computer Center	David Silva - 535.6245	computer lab, tutoring	Olinder Elementary School	M - F	afterschool	open to all registered students	free	Olinder	English / Spanish / Vietnamese	35/day			
21	MACSA Daycare	Eva Chavez 408.277.5189	daycare	Olinder Elementary School	M - F	afterschool	open to all registered students		Olinder	English / Spanish	20 / day			
22	MET ED	Sue McCasland 535.6245	ESL, childcare and citizenship classes	Olinder Elementary School	3 days a week	varies	open to community	free	Olinder	English / Spanish / Vietnames	25 - 30/week			
23	Parent Institute	Sue McCasland 535.6245	literacy, school attendance, increased parent involvement in school	Olinder Elementary School	1 day a week	varies	open to all parents of registered students	free	Olinder	English / Spanish	63 / year			
24	Parent Liaisons	Maria Lopez / Diane Nguyen- 535-6245	coordinate medical, dental, insurance, counseling, referrals, hoem visits, SSTs, and parent trainings	Olinder Elementary School	varies	varies	open to all parents of registered students		Olinder	English / Spanish / Vietnames	240 / month			
25	Parenting Classes	Maria Lopez - 535-6245	discipline, legal issues, parental involvement	Olinder Elementary School	varies	varies	open to all parents of registered students	free	Olinder	English / Spanish	80 / year			
26	Pre-school SJUSD	Sue McCasland 535.6245	full range of socila recreational, early learning programs	Olinder Elementary School	early morning and afternoons	M - F	open to community but must be school - age	sliding scale fees, must meet state / federal income guidelines	Olinder	English / Spansih	50/year			
27	San Jose Day Nursery	John Carson - 288-9667	Daycare	Olinder Elementary School		M - F	open to community but must be school - age	sliding scale fees	Olinder	English / Spanish	30 /day			
28	School Site Counseling	Agnes Lull - 535.6245	counseling, referrals, family support, and truancy prevention	Olinder Elementary School	school hours	M - F	open to all registered students	free	Olinder	English / Spanish	50 - 75 / month			

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29	SELAC	Brenna Broadnax	parent committees, in-service trainings, accessing services, understanding system	Olinder Elementary School	varies	varies	open to all parents of registered students	free	Olinder	English / Spanish	3 / month			
30	Sewing Class	Nellie Lopez - 535-6245	sewing projects for school, childcare provided	Olinder Elementary School	2 days a week	school hours	open to the community		Olinder	English / Spanish	25 / day			
31	CSJ Teen programming	Freddy Alfaro - 998-2223	teen programming	Roosevelt Community Center	M - F, every other Saturday	3 - 8 PM, Sat 11 - 4 PM	open to all teens	free	Roosevelt	English / Spanish		possibly impacted in 2002-03		
32	Alum Rock Counseling Center		The Prevention Program was developed to offer alternatives to delinquent behavior for girls who are exhibiting signs of negative behaviors. The services will include: social/behavioral activities, tutoring, parent education,& counseling.	1245 E.Santa Clara St				fee based, but no one is turned away	throughout San Jose					
33	Banda Portuguesa de San Jose	Mariana Flores - (408) 292-2428	Portuguese band, music lessons, also organized activities for band members including recreational activities	100 North 27th Street, San Jose, CA 95116	M - TH, plus required performances	6:00 - 9:00 PM	open to all age groups	fee based	throughout San Jose	Portuguese / English	20 - 30 youth in band (out of 60 member band)			

Youth Activities and Resources Asset Map
City of San Jose
Community Service Area 3A

Program	Contact	Description	Location	Hours Offered	Days Offered	Targeted Age Group	Cost (if any)	Targeted Neighborhood(s)	Language Capacity	Number Served	Impacted in 2002-2003?	Future expansion?	Needs?	
34	Nova Alianca	(408) 998-1909	Portuguese band, music lessons, also organized activities for band members including recreational activities	43 North 27th Street, San Jose, CA 95116	M - TH, plus required performances	6:30 - 8:30 PM	open to all age groups	fee based	throughout San Jose	Portuguese / English	approx 20 youth in band (out of 50 member band)			
35	Out-patient Therapy		The Adult, Family and Child Program provides individuals, couples, children, teens, and families with low cost counseling and support groups. Services are offered in Spanish, Portugese and English, on a medium to long term basis.	Alum Rock Counseling Center - 1245 E.Santa Clara St				fee based, but no one is turned away	throughout San Jose	English / Spanish / Portuguese				